

Table 3 *Ten instructional and software design tips and tricks*

Instructional Design	Software Design/Programming
1. Gain the learner's attention through an initial lesson/module screen that makes the learner think about what s/he already knows and what s/he will learn in this instruction.	1. Animation and "Flash" is good here because it attracts attention for a short time.
2. Strive to push the levels of interactivity to one level above the client requirement.	2. Establish templates, scripts, or a set of routines that you can reuse to make programming higher levels of interactivity more efficient.
3. Provide remediation in the form of a lesson review. Tap back to lesson content when review questions and performance measures are incorrect or not met.	3. Design relationships between content.
4. Design using Sharable Content Objects. Tag instruction by SCO name and number to facilitate tracking.	4. Auto-bookmark the content for ease of entry into previously accessed courseware.
5. Encourage the real-time application of the courseware to work tasks via real hardware, software, etc.	5. Include reminders throughout the courseware for the student to use the courseware as a real-time job aid.
6. Make student interactions with the courseware significant. (By significant, I mean interactions that require thought.) Spoon-feed first in one mode of instruction, and then slowly wean them from direction.	6. Flashy is flashy and most often not significant. Slowly increase the level of free play and discovery, and by so doing, increase the amount of thinking the student does.
7. Make instruction performance-based.	7. Adults are used to performing/thinking. Make them think. Make them perform by learning-by-

	doing.
8. Design in key words tied to every reusable learning object.	8. Allow searchable content through key words so that students can quickly find the information they are looking for.
9. With performance-based content, design for demonstration (Show Me) and practice (Let Me Try)	9. Program in a Show Me button and routine, and a Let Me Try button and routine, for each practice lesson.
10. Provide instructional text that goes beyond product/content documentation. Include golden nuggets of knowledge from SMEs.	10. Include highlights in instructional text that the student should pay particular attention to.

Fisher, Christina (March 13, 2006). Asynchronous Learning and Adult Motivation: Catching Fog in a Gauze Bag. Learning Solutions Magazine. Retrieved November 23, 2013 from <http://www.learningsolutionsmag.com/articles/233/asynchronous-learning-and-adult-motivation-catching-fog-in-a-gauze-bag/page2>